

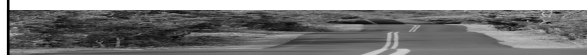
## Your Future by Design

Resources for High School to  
Adult Life



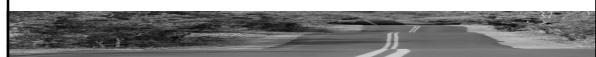
## IEP Transition Components Required by Age 16

- Student is invited
- Appropriate measurable postsecondary goals (updated annually)
- Based upon age-appropriate transition assessments
- Coordinated set of activities
- Course of study
- Annual IEP goals
- Representative of any participating agency (with prior consent)
- Transfer of rights



## Session Outcomes

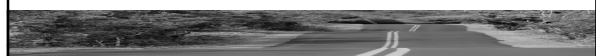
- Attendees will leave with resources and tools to assist with:
  - Self-determination
  - Healthcare
  - Assessments
  - Employment
  - Postsecondary education
  - Legal decision making options



## Transition Legal Requirements

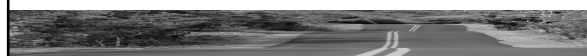
- Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include-
  - Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
  - The transition services (including courses of study) needed to assist the child in reaching those goals.

• IDEA 2004 § 300.320(b)



## Age-Appropriate Transition Assessments

- Definition: To provide ongoing information to develop and write practical and achievable measurable postsecondary goals.
- Transition assessments must clearly identify the **strengths, needs, interests, and preferences of the student** as they relate to training/education, employment, and when appropriate, independent living.



### Measurable Postsecondary Goals

- By a student's 16<sup>th</sup> birthday, his/her IEP must include measurable postsecondary goals in the areas of education or training, and employment, and when appropriate, independent living skills.
- These goals are based on the results of the assessments, and consider the strengths, preferences and interests of the student and are updated annually.

### Transition Services

- A coordinated set of activities for a child with a disability that...are based on the child's strengths, preferences, interests and are designed to reasonably enable them to meet their measurable postsecondary goals including a course of study.

### Present Levels of Academic Achievement and Functional Performance (PLAAFP)

- A summary of the student's strengths, preferences, and interests as indicated by all assessments.

### Courses of Study


- The educational plan designed to make the education program relevant, meaningful and motivate the student to complete school.
- Includes high school courses/classes that focus on improving the academic and functional achievement of the student to help in moving from high school to post-school.

### Annual IEP Goals

- The IEP must contain annual IEP goals that will reasonably enable the student to meet postsecondary goals.
- Examples:
  - **Measurable Postsecondary Goal:** I/Richard will work full-time with benefits as a mechanic for Bell Ford after graduation.
  - **Annual IEP Goal:** Given reading materials from the workplace, Richard will increase his current reading comprehension level of 1/8 comprehension questions answered correctly to answering 6/8 comprehension questions correctly to be able to work as a mechanic.

### Coordinated Set of Activities

- Coordinated strategies or steps in the plan for adult life that document the effort between school, family, student and appropriate post-school services, supports, programs and/or agencies.
- The coordinated set of activities that need to be addressed in the IEP include: instruction, community experiences, employment, adult living, and if appropriate, daily living skills, functional/vocational and related services.



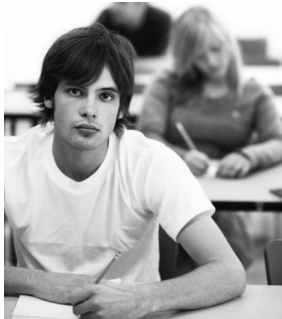
**Raising  
Special Kids**  
*families helping families*

Supporting Arizona families of children with disabilities and special healthcare needs

**Transition**

## Incorporate into the IEP

- Annual goals
- Objectives
- Benchmarks



## Health Care and Transition

PACER & NCSET Parent Brief:  
Promoting effective parent involvement  
in secondary education and transition




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## Health Needs to Consider

Parent Brief PACER & NCSET 2006  
What Does Health Have to Do With Transition? Everything!  
By Cedi Shapland

1. Good Nutrition Practices




## Bring Health Care to IEP Team



## Health Needs to Consider

2. Proper Hygiene Practices



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## Health Needs to Consider



3. The effects of alcohol, tobacco, and other substances

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## Successful Health Care Transition\*

1. Including health-care providers in transition planning



\*American Academy of Pediatrics (2002) Improving transition for adolescents with special health care needs from pediatric to adult-centered care. Pediatrics, 100(8), 1304-1306

## Health Needs to Consider



4. The Importance of Exercise

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## Successful Transition includes 4 key elements\*

2. Youth active in health-care decision making



\*American Academy of Pediatrics (2002) Improving transition for adolescents with special health care needs from pediatric to adult-centered care. Pediatrics, 100(8), 1304-1306

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## Health Needs to Consider

5. Reproductive Education



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## Successful Transition includes 4 key elements\*

3. Parents giving more responsibility and independence



\*American Academy of Pediatrics (2002) Improving transition for adolescents with special health care needs from pediatric to adult-centered care. Pediatrics, 100(8), 1304-1306

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## Successful Transition includes 4 key elements\*

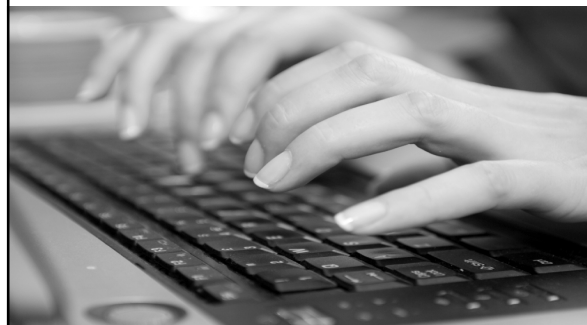


### 4. Continuity between pediatric and adult health- care

\*American Academy of Pediatrics (2002)  
Improving transition for adolescents with  
special health care needs from pediatric  
to adult-centered care. Pediatrics,  
109(8), 1304-1306

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## Getting and Keeping Your First Job



## Emergency Preparation: Medical Info Form

Emergency Information Form for Children With Special Needs		
Name	DOB	Gender
First Name	MM/DD/YYYY	Male / Female
Last Name		
Address		
City		
State		
Zip		
Phone		
Emergency Contact		
Relationship		
Address		
City		
State		
Zip		
Phone		
Emergency Contact		
Relationship		
Address		
City		
State		
Zip		
Phone		

- Work with the child's doctors to complete the form.
- Share copies with teachers, front office staff, bus drivers
- Keep a copy in the care coordination manual, backpack, and give to every caregiver
- Update as needed

Developed by American Academy of Pediatrics & American College of Emergency Physicians

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## It All Begins with Self-awareness



- Many youth don't know what their disability is, or haven't practiced telling others about it.
- It is crucial that youth know how their disability affects them in school and on the job.
- [www.askjan.org](http://www.askjan.org) for job accommodations

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## How Health Care Relates to Employment

- Medication
- Medical conditions
- Limitations



## Why Is Work Important?



### Work provides:

- A feeling of worth
- Meaningful days
- Learn social skills and responsibility
- Combat isolation, loneliness, and depression
- A role in the adult world

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## Career Planning Before They Start Looking For a Job

### When youth considers:

"What is their dream job?"



Helps avoid poor job matches

"What they need to know to do that job?"



Helps improve transition or employment plans such as the IEP

"What classes in school can help them learn the skills they need?"



Helps youth see a realistic, step-by-step plan to reach long-term career goals

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## How Families Can Help



Positive family involvement with youth leads to employment and academic success

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## Volunteering

Use volunteer experiences to build work skills and improve self-esteem



## Guardianship & Other Options



- We are not *lawyers* and can not give you legal advice
- You should consult an attorney for any legal questions
- *Federal and state laws are subject to change*

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## Keeping the Job

### Teach youth to:

- Show up
- Take direction and work well with others
- Be flexible



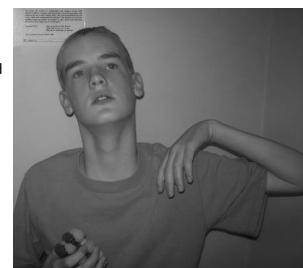
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### Families Can:

- Build support system at work
- Communicate regularly with employer and service staff
- Know that sometimes it just doesn't work and that's OK

## Is Guardianship Needed?

- Is the person at risk of:
  - Being misguided by others
  - Making a decision that could put them in danger
- Are professionals saying:
  - They don't have capacity to make decisions



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## What is a Guardianship?

- Guardianship is when a person is appointed by a court
  - to provide care and make decisions by ***informed consent***



## Where to Get Paperwork

- 24 hour information phone number for court forms 602-506-7353
- Self-Help Center at the Superior Courthouse in four locations



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## Full Guardianship

- The guardian has all of the power over the person making decisions about:
  - Living arrangements
  - Education
  - Social Activities
  - Medical Care
  - Right to marry, and association with others

*This person cannot vote in elections or drive a car*

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## Fee Waivers

- You can obtain paperwork to waive fees at the courthouse
  - Based on the ward's income



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## Guardianship Papers

- Need to be filed by 18<sup>th</sup> birthday
  - Court's limit for starting the filing is 45 days.



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## Alternative to Guardianship Power of Attorney



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### Durable General (Financial) Power of Attorney

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### Selective Service

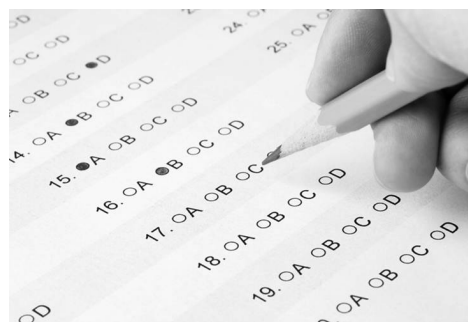


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### Durable Health Care Power of Attorney



### Special Education Transfer of Rights



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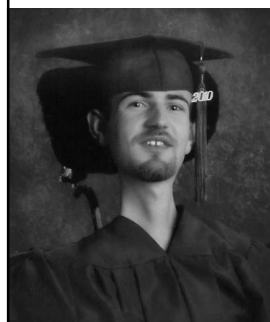
### Representative Payee Money from Social Security



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### Self-Determination

Martin and Huber Marshall (1995)



What is Self-Determination?

- **Self-awareness** to understand ones own:
  - Needs
  - Interests
  - Strengths
  - Limitations
  - Values

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## Self-Determination

- **Self-advocacy**



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## Self-Determination

- **Independent performance**

- To start and complete tasks



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## Self-Determination

- **Self-efficacy** or self-confidence

- The belief that will attain goal



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## Self-Determination

- **Self-evaluation**

- Assess performance
  - Determine when goal/task has been satisfactorily completed



## Self-Determination

- **Decision-making**

- Setting goals
  - Planning actions
  - Identifying information to make decisions
  - Choosing best option to reach goal



## Self-Determination

- **Adjustment**

- Revising goals and plans to improve performance or success



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Self-advocacy  
is an important  
self-determination  
skill for meeting and  
managing new  
responsibilities  
in education and the  
workplace

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**Thank you for attending and  
completing the evaluation.**

**For more information contact:**



**Parent Information Network (PIN)**

**1-877-230-PINS (7467)**

**[pins@azed.gov](mailto:pins@azed.gov)**

**Raising Special Kids**

**1-800-237-3007**

**[info@raisingspecialkids.org](http://info@raisingspecialkids.org)**



**Raising Special Kids: We believe  
parents who model effective self-  
advocacy encourage a child's  
pursuit of his or her own dreams**



## **Summary**

Parents and educators primary purpose in the transition planning process is to reasonably ensure that all children with disabilities have the skills, knowledge, resources and support necessary for a successful transition to adult life.

